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ABSTRACT

This interdisciplinary collection of essays examines the current state of history education by exploring connections between the historical discipline, learning theory, and classroom practice. The collection asks the question, "How do students develop sophisticated historical understandings and how can teachers best encourage this process?" Essays are divided among four parts. Part 1, "Current Issues in History Education," includes: "Schweigen! die Kinder! or, Does Postmodern History Have a Place in the Schools?" (P. Seixas); (2) "Is It Possible To Teach Beliefs, as Well as Knowledge about History?" (J. V. Wertsch); (3) "Teaching and Learning History in Canada" (D. Morton); (4) "Dilemmas and Delights of Learning History" (D. Lowenthal); (5) "The Caliph's Coin: The Currency of Narrative Frameworks in History Teaching" (D. Shemilt); (6) "The 'Convergence' Paradigm in Studying Early American History in the Schools" (G. B. Nash); and (7) "Constructing World History in the Classroom" (R. E. Dunn)). Part 2, "Changes Needed To Advance Good History Teaching," includes: (1) "The Educational Backgrounds of History Teachers" (D. Ravitch); (2) "A Catwalk across the Great Divide: Redesigning the History Teaching Methods Course" (G. W. McDiarmid; P. Vinten-Johansen); and (3) "'What's This New Crap? What's Wrong with the Old Crap?' Changing History Teaching in Oakland, California" (S. Weintraub). Part 3, "Research on Teaching and Learning in History," includes: "Progression in Historical Understanding among Students Ages 7-14" (P. Lee; R. Ashby); (2) "Lessons on Teaching and Learning in History from Paul's Pen" (G. Leinhardt); (3) "Methods and Aims of Teaching History in Europe: A Report on Youth and History" (B. von Borries); (4) "How Americans Use and Think about the Past: Implications from a National Survey for the Teaching of History" (R. Rosenzweig); (5) "Articulating the Silences: Teachers' and Adolescents' Conceptions of Historical Significance" (L. S. Levstik); and (6) "Making Historical Sense" (S. Wineburg). Part 4 includes: (1) "Models for Teaching" "Into the Breach: Using Research and Theory To Shape History Instruction" (R. B. Bain); (2) "Making Connections: The Interdisciplinary Community of Teaching and Learning History" (C. Gutierrez);

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(3) "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments" (J. F. Voss; J. Wiley); (4) "Historical Understanding: Beyond the Past and into the Present" (V. Boix-Mansilla); (5) "Getting Specific about Training in Historical Analysis: A Case Study in World History" (P. N. Stearns); and (6) "The Sourcer's Apprentice: A Tool for Document-Supported Instruction" (M. A. Britt; C. A. Perfetti; J. A. Van Dyke; G. Gabrys). (BT)

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